DOCUMENT RESUME

ED 257 760 SO 016 577

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TITLE Global Studies Bibliography.
INSTITUTION Social Studies Development Center, Bloomington, Ind.
PUB DATE Sep 83
NOTE 16p.
AVAILABLE FROM Social Studies Development Center, 2805 East Tenth St., Bloomington, IN 47405 ($2.00, plus postage).
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Futures (of Society); *Global Approach; Instructional Materials; International Relations; *International Studies; Resource Materials; Social Problems; War; World Affairs
IDENTIFIERS *Interdependence

ABSTRACT

Over 80 publications, most of which were published between 1975 and 1983, are listed in this annotated bibliography of books, articles, bulletins, and sources of instructional materials. Most of the items listed in this bibliography are intended to give the reader a general overview of global studies or to provide examples of the variety of materials available to teachers and other educators who wish to improve or expand the international/global dimensions of their programs and courses. The first section, "Background Reading," lists a number of publications that emphasize the increasing influence of transnational activities in human affairs and offers evidence of the universality of many of today's political, social, and environmental problems. Several of the books spell out educational implications of the emergence of a global age. Section II, "Articles, Journals, and Bulletins," includes position statements, reports, and documents in which the authors make the case for global education, or present evidence of the need for greater citizen understanding of international issues, events, and processes. Among the topics receiving attention in this section are the future, "global interdependence," and defining global education. The final section offers brief descriptions of a variety of publications featuring lessons, units, or activities for the elementary or secondary school classroom. Included in this section are materials focusing on such topics as conflict and war, change, human rights, and the world economy. (LH)

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GLOBAL STUDIES BIBLIOGRAPHY

Social Studies Development Center
Indiana University

September 1983

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FOREWORD

Global Studies Bibliography provides an annotated list of books, articles, bulletins and sources of instructional materials that emphasize the interrelated nature of today's world. It is divided into three sections.

Section I - "Background Reading" lists a number of recent publications that emphasize the increasing influence of transnational activities in human affairs and offer evidence of the universality of many of today's political, social and environmental problems. Several of the books listed spell out educational implications of the emergence of a global age.

Section II - "Articles, Journals and Bulletins" includes position statements, reports and documents in which the authors make the case for global education, or present evidence of the need for greater citizen understanding of international issues, events and processes. Among the topics receiving attention in this section are: the future, "global interdependence" and defining global education.

Section III "Sources of Lessons and Classroom Activities" offers brief descriptions of a variety of publications featuring lessons, units or activities for the elementary or secondary school classroom. Included in this section are materials focusing on such topics as conflict and war, change, human rights and the world economy.

Most of the items listed in this bibliography are intended to give the reader a general overview of global studies or to provide examples of the variety of materials available to teachers and other educators who wish to improve or expand the international/global dimensions of their programs and courses. Suggestions for additions or deletions are welcome.

James Becker
Director
Social Studies Development Center

SECTION I - BACKGROUND READING

BOOKS

Anderson, Lee: Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education. Indiana University, Bloomington, Indiana, 1979.

Available from: ERIC EDRS
P.O. Box 190
Arlington, Virginia 22210
(Order # - ED214834 50 013 965)

Becker, James (ed.): Schooling for a Global Age. McGraw-Hill, New York, 1979.

This book presents a strong case for improving and expanding global perspectives in education in American schools. It includes information about exemplary programs at the elementary and secondary school level and an extensive bibliography.

Biswas, Margaret R., and Asit K. (eds.): Food, Climate, and Man. John Wiley and Sons, New York, 1979.

Written by nine of the world's leading scientists, this book suggests problems and prospects of maximizing food production without destroying the ecological basis for achieving and sustaining such production.

Blake, David H. and Robert S. Walters: The Politics of Global Economic Relations. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1976.

A concise overview of the political aspects of international economic transactions such as trade, aid, investment and multinational corporations. Examines issues which are causing conflict in the global political economy.

Botkin, James W., Mahdi Elmandjra, and Mircea Malitza: No Limits to Learning, Bridging the Human Gap. Pergamon Press, New York, 1979.

Makes the case that learning and the individual human being--not material resources--are the key to our future. Proposes "anticipatory and participatory" learning as an alternative to more traditional learning by shock.

Brown, Lester: World Without Borders. Random House, New York, 1972.

A clearly written source for students and teachers which deals with such problems as the environment, the rich-poor gap, urbanization, and hunger, and shows the interrelationships with population trends, resource shortages, and the arms race. The author describes the meaning of multinational corporations and global interdependence, and also suggests ways of achieving a better world in the future.

Cleveland, Harlan and Thomas W. Wilson: Humangrowth, An Essay on Growth Values and the Quality of Life. Aspen Institute, Palo Alto, California, 1978.

Reviews the values of underlying growth policies. Offers a pragmatic analysis suggesting that a world-wide transition from indiscriminate economic growth to selective humangrowth is already underway.

Ehrlich, Paul R., and Anne H. Ehrlich: The End of Affluence: A Blueprint for Your Future. Ballantine Books, New York, 1974.

Describes how the world system is functioning, cites population growth, increasing affluence, and faulty use of technology as major factors in the declining quality of life, and offers suggestions for survival.

Falk, Richard: This Endangered Planet. Random House, New York, 1971.

Argues that preoccupation with the warfare-threat system has kept us from dealing with poverty, racism, overpopulation, and diseases; calls for massive redirection of human energy and material resources.

Hardin, Garrett: Exploring New Ethics for Survival: The Voyage of the Spaceship Beagle. Viking, New York, 1972.

An appraisal of what the human race must do to survive. Includes discussion of pollution, population, resources and ethics.

Hayes, Denis: Rays of Hope: The Transition to a Post-Petroleum World. W.W. Norton & Co., Inc., New York, 1977.

An excellent review of the present energy situation and some well thought out alternatives for a more energy efficient world.

Hoopes, David S.: Intercultural Education. Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1980.

This pamphlet presents a persuasive case for a conceptual approach to global or intercultural education which emphasizes cultural pluralism and global interdependence. Suggests cultural identity is an important element in efforts to develop global perspectives.

Kocher, Eric: International Jobs--Where They Are--How to Get Them. Addison-Wesley, Reading, Massachusetts, 1979.

Contains information on entering and advancing in an international career. Lists hundreds of jobs in government, business, private agencies and international organizations. Tells where to apply, what languages are needed and what working conditions will be like.

Irwin, Wallace, Jr.: America In The World: A Guide to U.S. Foreign Policy. Praeger Press, New York, 1983.

An introduction to objectives, processes, conditions, and constraints with which policy makers must deal. Includes chapters on "The Process: Making U.S. Foreign Policy," "The Superpowers and Europe," and "Global Issues: War, Peace and Human Rights."

Levering, Ralph B.: The Public and American Foreign Policy. William Morrow and Company, Inc., New York, 1978.

An overview of public involvement in foreign policy issues in the period 1918-1978. Analyzes the effect of education, political affiliation, ethnic identity and media usage on the roles and attitudes of individuals regarding foreign policy issues.

Meadows, Dennis: The Limits of Growth: A Universe Book. New York, 1972.

Predicts a world-wide collapse within a century unless the growth of population and industry is halted and a "global equilibrium" established.

Mische, Gerald and Patricia Mische: Toward a Human World Order. Paulist Press, New York, 1977.

Presents ways of thinking about how global and local issues are related to one another and how citizens may help to bring about a more just world policy.

Morgan, Dan: Merchants of Grain. The Viking Press, New York, 1979.

A narrative of the grain trade's history. An analysis of the intertwining between business, diplomacy and the distribution of food around the world.

Muller, Ronald and Richard Barnett, with Joesph Collins and David Moore (eds.): Global Reach: The Power of the Multinational Corporations. Simon and Schuster, New York, 1974.

Critical review of the operation of multinational corporations. Includes case studies and a wealth of data.

Naisbitt, John: Megatrends. Ten New Directions Transforming Our Lives. Warner Books, New York, 1982.

An analysis of the political, societal and economic developments that will shape our future. Includes discussions of global interdependence, national economy - world economy and North-South.

Reischauer, Edwin, O.: Toward the 21st Century: Education for a Changing World. Alfred A. Knopf, New York, 1973.

Argues that the universal problems faced by humankind require international negotiation which in turn requires an informed citizenry educated in a new and radically different way. Better understanding of the outside world and changes in attitudes toward other people are seen as crucial to human survival.

Schneider, Stephen H. and Lynne E. Mesirow: The Genesis Strategy: Climate and Global Survival. Plennum Press, New York, 1976

An intriguing look at the world's changing weather and the impact it is likely to have on world food resources

Schumacher, E.F.: Small is Beautiful: Study of Economics As If People Mattered. Harper and Row, New York, 1973.

Presents arguments for limiting growth and brings up the relevant question of whether the nation-state is a suitable vehicle for handling such limitation.

Simon, Paul and Arthur Simon: Politics of World Hunger: Grass Roots Politics and World Poverty. Harper and Row, New York, 1973.

A documentation of the economic problems of developing countries and their relationship to the economic and political policies of the United States. The book provides specific recommendations for U.S. politics in light of developing country problems of hunger, overpopulation, and poverty.

Sloan, Stanley R. and Robert C. Gray: Nuclear Strategy and Arms Control. Challenges for U.S. Policy, Headline Series, no. 261, New York Foreign Policy Association, 1983.

Examines some critical issues surrounding the nuclear weapons debate. Includes a discussion of "Nuclear Dilemmas," "U.S. Strategic Nuclear Policy," and "Measuring the Strategic Balance."

Torney, Judith V., and Thomas Buergenthal: International Human Rights and International Education. U.S. Commission for UNESCO, Washington, D.C., 1976.

Reviews the history of international education efforts and research concerning students' knowledge and attitudes and international cooperation. Provides information about programs emphasizing human rights and the search for world peace.

Wanniski, Jude: The Way the World Works: How Economies Fail and Succeed. Basic Books, Inc., New York, 1983 (revised).

Argues that the world is a closed political economy in which all humans are members of the global electorate and vote their preferences. Political, economic and military spheres intertwine and the global electorate makes choices striving for a better life.

Ward, Barbara: The Home of Man. W.W. Norton and Company, New York, 1976.

Background data and an overview of the issues discussed at the United Nations Conference on Human Settlements.

Ward, Barbara: Progress for a Small Planet. W.W. Norton, New York, 1979.

Concludes that the world need not be torn asunder by rising demands for economic growth and exhaustion of resources--if a fairer sharing of resources is extended to the whole of world society, a new emphasis on use of renewable resources is accepted and sound environmental management is achieved. The author believes that moderate changes pursued by citizens with dedication and vigor can provide a stable basis for our planet's survival.

SECTION II

ARTICLES, JOURNALS AND BULLETINS

Alger, Chadwick F.: A World of Cities or Good Foreign Policies Begin at Home, A Report to the Kettering Foundation, Mershon Center, Ohio State University, Columbus, Ohio, 1976.

A summary of the rationale and program activities of "Columbus in the World/The World in Columbus." Provides data and demonstrates ways of identifying links between local communities in different areas of the world.

Anderson, Lee and James Becker: "Global Perspectives in the Social Studies", Journal of Research and Development in Education, Athens, Georgia, 1980.

Provides a rationale, goals, and objectives for global education.

Becker, James: "Teaching Global Perpectives", Today's Education, April-May, 1980.

Emphasizes the role of economic interdependence on making world affairs everyones concern.

Bohannan, Paul: "Beyond Civilization", Natural History, 80: 10, 50-67, February, 1971.

A look at the requirements for survival and ironies in the postcivilization culture. Sees "phase 2" as a new opportunity to understand the mysteries of life and culture.

Brown, Lester R.: "Global Food Security", The Futurist, April, 1974.

Rejects the view that current food shortages are a temporary phenomenon, and argues that shortages reflect long-term trends that have been exacerbated by growing populations among poor nations and rising standards of living among the rich.

"Education with a World View", Principal, vol. 61, no. 2, November, 1981, National Association of Elementary Principals, Washington, D.C., 1981.

Documents--the need for a world view.

"Exploring Global Interdependence", International Social Science Journal, Vol. XXX, No. 2, 1978, UNESCO, Paris.

A series of articles analyzing interdependence and its impact on international economic relations.

Fitch, Robert and Cordell Svengalis: Futures Unlimited: Teaching About Worlds to Come, National Council for the Social Studies, Washington, D.C., Bulletin 59, 1979.

Summarizes many of the approaches to the study of "the future." Offers practical suggestions for incorporating future studies in the curriculum and provides a wealth of bibliographic references.

Gilliom, Eugene and Richard Remy: "Needed: A New Approach to Global Education," Social Education, October 1978, NCSS, Washington, D.C.

Makes the case for a broad multidisciplinary, many-faceted approach to improving the global dimensions of trade school programs.

"Global Education: Adding a New Dimension to Social Studies," Social Education, January, 1977, vol. 41, no. 7.

This issue contains a number of articles on global education, including descriptions of practical classroom activities and bibliographies.

Global Education: Major Reform, National School Boards Association, 1980-81 Task Force Report, NSBA, Washington, D.C., 1981.

A report offering a rationale for global education in the schools.

"Global Education for Global Issues," Indiana Social Studies Quarterly, vol. XXXII, no. 2, 1979.

Provides a rationale, presents different perspectives, and provides sample programs and bibliographies for global education. Includes review of several books and films.

Hanvey, Robert G.: An Attainable Global Perspective, New York, Center for Global Perspectives, 1978.

Describes elements that contribute to the formation of a global perspective-consciousness, including "state of the planet" awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices.

Huntley, James R.: "The Global Significance of the Evolving Atlantic-Pacific System," NATO Review, no. 6, December, 1977.

This article provides evidence and arguments supporting the notion of an emerging interlocking world-wide economic system of which the Atlantic-Pacific powers of OECD are the vital core.

Johansen, Robert C.: "The Arms Bazaar," Harper's, May, 1979.

Argues that despite SALT agreements the U.S. and Soviet military postures are not aimed at eliminating nuclear weapons or military power in human affairs. States that the unpromising long-range consequences of the continuing escalation of the arms race makes necessary a practical program for abolishing war.

Keyfitz, Nathan: "World Resources and the Middle Class," Scientific American, Vol. 234, No. 1 (July, 1976), pp. 28-35.

Points out that it is the middle class that is the biggest threat to world resources and calls for mobilization of scientific and engineering talent to solve the technical problems and enable the middle class to continue to expand.

Klassen, Frank H. and Howard B. Leavitt: Teacher Education and Global Perpectives. ERIC Clearinghouse on Teacher Education, Washington, D.C., 1982.

A summary of literature and studies demonstrating the need for internationalizing teacher education.

Leestma, Robert: "Education for a Global Age: What is Involved?" Vital Issues, Vol. XXVIII, No. 7, Center for Information on America, Washington, Connecticut 06793, March, 1979.

Identifies five main elements in global education as "unity and diversity of mankind," "intergenerational responsibility," and "international cooperation," and summarizes major arguments for immediate and widespread improvements in education with a global perspective.

McNamara, Robert S.: Development and the Arms Race. University of Chicago, May 22, 1979.

Argues that the world has reached a point where additional military expenditures actually erodes security. Provides support for the notion that the concept of security encompasses far more than military force.

Muller, Robert: Need for Global Education. Global Interdependence Center, Philadelphia, World Affairs, Council, 1978.

Cites improved living conditions on earth, increased population and the advent of a dense network of interdependencies on earth as evidence of the need for global education and the formulation of a new ethics.

National Council for the Social Studies. "Position Statement on Global Education," NCSS, Washington, D.C., 1981.

A statement outlining what should be emphasized in global studies in social studies classrooms.

Pike, Lewis W. and Thomas S. Barrow: Other Nations, Other Peoples: A Survey of Student Interests and Knowledge, Attitudes and Perceptions. U.S. Government Printing Office, Stock No. 017-080-01825-0, Washington, D.C., 20402, 1979.

A final report of a study by the Educational Testing Service for the U.S. Office of Education. Includes information about student interest, knowledge and perceptions regarding several other nations and peoples. The Foreword presents an excellent summary of the findings and a discussion of many of the issues in global education today.

Reischauer, Edwin O.: "Expanding the Limits of History," Saturday Review, May, 1976.

Envisions history courses that look beyond Western horizons and "encompass as much as possible of the total experience of mankind." Argues that the historical experience of other civilizations may have in them as much relevance to us today as our own.

Remy, Richard, et al.: International Learning and International Education in a Global Age. National Council for the Social Studies, Washington, D.C., Bulletin 47, 1975.

This bulletin includes a review of research in international learning, a summary of some alternative approaches to international education, a bibliography and some world studies guidelines.

The Teaching of Values and the Successor Generation. The Atlantic Council's Working Group on the Successor Generation, Washington, D.C.: The Atlantic Council of the United States, 1983.

This pamphlet addresses the questions "What values constitute the common denominator?" and "How should they be transmitted to succeeding generations?" Includes "statements on common basic values of the West" and "The moral and spiritual values of the Atlantic Community."

"The Arms Race," The UNESCO Courier, Paris, April, 1979.

Contains articles on several aspects of the current build-up in arms, including "The Arms Race Military Expenditure: The Ever-Rising Tide"; "New Technologies for Overhill"; "Human Want--The Spin-off from Military Establishment"; "Can the Arms Race be Halted?" See also the following special issues of the Courier.

"Disarmament Education: A Farewell to Arms?" September, 1980.
"Swords into Plowshares," March, 1982.
"War on War," November, 1982.

Each of these special issues deals with a variety of issues associated with the proliferation of ever more sophisticated means of mass destruction and the need to prepare the way for disarmament and the pursuit of peace.

Ward, Robert: National Needs for International Education. Center for Strategic and International Studies, Georgetown Universtiy, Washington, D.C., 1977.

Makes the case for more federal support for international education. Offers specific recommendations for action.

SECTION III

SOURCES OF LESSONS AND CLASSROOM ACTIVITIES

Abramowitz, Norman, Charles Bloomstein, and William Nesbitt: Teaching Youth About Conflict and War. National Council for the Social Studies, Washington, D.C., 1973.

Reviews some of the historical, philosophical, biological, psychological and economic factors associated with war. Provides a rationale for teaching about war and peace. Includes activities, a game, and suggestions for developing classroom materials.

Bender, David L.: The Arms Race Opposing Viewpoints. Greenhaven Press, St. Paul, Minnesota, 1982.

A series of articles representing opposing views on the arms race, nuclear weapons and national security. Includes preview and follow up questions and an aid for teaching analytical skills.

Branson, Margaret S. and Cathryn J. Long.: Global Perspectives: The Human Dimension, Pt. 2: Planet-Knowing and Planet-Caring. New York, Center for Global Perspectives, 1977 (Intercom, 87).

Presents teaching materials, emphasizing the relationships between the self, other people and our world, and the tensions between the need for change and the need to care for the natural environment. Lessons examine how diverse groups in India, Antarctica and the U.S. are dealing with specific environmental issues.

Branson, Margaret Stimman and Judith Torney-Purta (eds.): International Human Rights, Society and the Schools. (NCSS Bulletin, No. 68), Washington, D.C.: National Council for the Social Studies, 1982.

Discusses concepts and research related to international human rights. It also includes instructional guides and teaching strategies.

Cleaveland, Alice Ann, Jean Craven, and Maryanne Danfelser: "Universals of Culture," Intercom 92/93, New York, Global Perspectives in Education, 1979.

This handbook offers an approach to the study of cultures using functions which culture serves and which are found in some form in every culture. Lessons, activities and stories are used in dealing with such universals as: play and recreation, arts, social control, language and communication, and world view.

Conner, Maurice W. (ed.): A Global Approach to Foreign Language Education. National Textbook Co., Skokie, Illinois, 1981.

Includes rationale, strategies and activities for expanding the global emphasis in foreign language classrooms.

"Global Education," Theory Into Practice (XXI, no. 3) The Ohio State University, Columbus, Ohio, Summer 1982.

This special issue of Theory Into Practice contains articles on goals, cross-cultural experiential learning, teacher training and a community-based approach to global education.

"Great Decisions 1983," Foreign Policy Association. New York, 1983.

Concise summaries and discussion of questions relating to eight current foreign policy or world issues. Topics include: "Nuclear Proliferation," "U.S.-Soviet Relations," and "Trade and Unemployment."

Headline Series, Foreign Policy Association, New York.

This well-established series deals with current foreign policy or world issues. Among the more recent titles are: "The U.S. Interdependence and World Order," by Lincoln and Irivangi Bloomfield; "Future Worlds" by Richard Falk; "India in the 1980s" by Phillip Talbot; "Nuclear Proliferation: A Strategy for Control" by Andrew J. Pierre with Claudia Moyne; and "Global Interdependence and the Multinational Firm" by Lloyd Cutler.

Indiana in the World, Department of Public Instruction, Indianapolis, Indiana, 1978.

This handbook contains lessons, activities and strategies for identifying and using resources, expertise and instructional materials available in local communities within a state to learn about and to participate in global affairs.

Indy in the World, The Indianapolis Star, and The Indianapolis News, Indianapolis, Indiana, 1978.

Demonstrates how to use the pages of local newspapers to gain a better understanding of global events and the relationship between local affairs and world affairs.

Johnson, Jacquelyn and John Beneger: Global Issues in the Intermediate Classroom. Social Science Education Consortium in Boulder, Colorado, 1981.

Includes lessons, activities, handouts and sources of information and materials for teachers and students.

Kenworthy, Leonard S.: Free and Inexpensive Materials on World Affairs. World Affairs Materials, Kennett Square, Pennsylvania, 1983.

An extensive listing of materials categorized by world areas and issues.

Kidron, Michael and Ronald Segel: The State of the World Atlas. Simon and Schuster, New York, 1981.

This atlas provides information and interpretation--much of it in the form of maps and graphs--in regard to such worlwide concerns as energy, food, military power, trade and mineral resources. There is a guide entitled "Activities Using the State of the World Atlas.

King, David, Margaret S. Branson, and Larry E. Condon: Education for a World in Change, A Working Handbook for Global Perspectives. Center for Global Perspectives, New York, 1976 (Intercom, 84/85).

A handbook for curriculum infusion that offers perspectives on the 21st century. Includes avenues for change in education, and sample lessons for grades K-12. Topics included are: Talking with our hands (K-3), Planning a park (4-6), What use is an electrical toy (7-9), and Agenda for Space (10-12).

King, David: Education for a World in Change: A Report. Intercom 96/97, Global Perspectives in Education, New York, 1980.

Includes description of successful programs, defines terms, answers questions people ask about global education.

Kinghorn, Jon Rye: Education in a World of Rapid Change. Kettering Foundation, Dayton, Ohio, 1982.

There are four publications in this series:
- Clinical Workshop for School Improvement
- A Guide to Four Essential Themes--School Improvement
- A Guide to Four Essential Themes--Global Realities
- The Implementation Guide

In total they offer detailed guidelines, sample topics, themes, goals and activities associated with improving international perspectives in school programs.

Lamy, Steve, et al.: Teaching Global Awareness with Simulations and Games. Social Studies School Services, Culver City, California, 1981.

A set of simulations in which students participate in realistic world situations. Topics include: food distribution, ethnic identity and interdependence.

Lessons for International Studies Grades K-12, Part I and II. Office for Social Studies, Western Illinois University, Macomb, Illinois, 1982.

Two packets of lessons and activities suitable for use in elementary and secondary classrooms.

Mehlinger, Howard D., et al.: Global Studies for American Schools, National Education Association, Washington, D.C., 1979.

Based on the Indiana University Social Studies Development Center's Global Studies Project, this booklet provides a rationale for global studies, sample lessons for middle grades, and a discussion of how to evaluate materials.

Muessig, Raymond H. and Eugene M. Gilliom (eds.): Perpsectives of Global Education: A Sourcebook for Classroom Teachers. The Ohio State University, Columbus, Ohio, 1981.

A collection of articles presenting different perspectives on global education, included are a historical, a geographic and a political perspective. Also included is the case for a global perspective and an annotated bibliography.

Otero, George G. and Carol Moeller: Teaching Reading in the Social Studies, A Global Approach. Center for Teaching International Relations, University of Denver, Denver, Colorado, 1978.

A guide with teaching activities focusing on reading and thinking skills. Provides models to be adapted to social studies topics. Also provides basic tools for assessing the readability of social studies texts with special techniques for using maps and newspapers.

Population Reference Bureau, 1337 Connecticut Avenue, N.W., Washington, D.C. 20036.

Publishes a variety of reports, bulletins, maps, simulations and handbooks suitable for use in secondary schools. Especially useful in study of world and national population trends.

Richardson, John M. Jr. (ed.). Making It Happen: A Positive Guide to the Future. U.S. Association for the Club of Rome, Washington, D.C., 1982.

A wide range of facts and opinions regarding such issues as security, economic growth and technological development are presented in this book. More importantly, it demonstrates the importance visions of the future have in educating children and youth. It is replete with case studies and illustrations.

Switzer, Kenneth A. and Paul T. Mulloy: Global Issues: Activities and Resources for the High School Teacher. Social Science Education Consortium, Boulder, Colorado, 1979.

Provides an introduction to teaching about current global issues. Topics include energy, world trade, human rights, foreign aid and technology. Lesson plans, student handouts, and a guide to classroom resources are included in the volume.

TV: A Global Perspective. A Curriculum Project. Designed to help young people use TV to better understand their world. Prime Time School Television, Chicago, 1983.

Uses the concepts change, conflict, communication and interdependence to analyze a variety of TV programs.

UNESCO. Associated Schools Project in the USA. Helping Boys and Girls Discover the World, Teaching About Global Concerns and the United Nations in Elementary and Middle Schools, edited by Leonard Kenworthy. United Nations Association of the USA, New York, 1978.

This pamphlet provides lists of resources, suggests ways of adding a global dimension to existing curricula, and offers ideas for themes or units dealing with world problems, area studies, and subject fields.

U.S./Japan Conference for Cultural and Educational Interchange, Opening Doors: Contemporary Japan. Asia Society, New York, 1979.

Includes teaching materials developed by specialists from Japan and the United States. The themes relate to some aspect of life in an industrial age and apply to the United States and to Japan, thus showing the commonalities that exist among people. The themes are Contemporary Life, Perception and Expression, Decision-making, Identity, and Values. Includes an extensive bibliography.

World Eagle. The Monthly Social Studies Resource, 64 Washburn Avenue, Wellesley, Massachusetts 02181.

Maps, facts and graphs depicting national and global data. Includes up-to-date information about issues such as energy, population, food and the economy. Published monthly except for July and August.

The World Economy and the Multinational Corporations. Caterpillar, Box 14302, Dayton, Ohio 45414, 1978.

This booklet provides information about the world economy and the activities of multinational businesses. It includes lessons, tests and activities for use at the secondary school level.

World Issues. Teachers Manual and Duplicative Masters. Social Science Skills: Activities for the Secondary Classroom. Educational Resources Center, Teachers College, Columbia University, New York, 1981.

World Problems in the Classroom. Educational Studies and Documents, No. 41, UNESCO, Paris, 1981.

Provides practical suggestions for teaching about the United Nations system in conjunction with contemporary world problems and issues.